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ABSTRACT

The Central California Action Associates, Inc. (CCAA Inc.) was funded under the Migrant Division of the Office of Economic Opportunity to help farm workers solve their problems. The 7-county area has been characterized by high agricultural wealth and a low wage scale when compared to the surrounding cosmopolitan areas. The minimal education level of the farm workers excludes them from better jobs. The goal of the CCAA Inc. program is to provide the means through basic education and pre-vocational training whereby migrants and seasonal adult farm workers in the participating counties will be able to upgrade their economic and social lives. The 3 components of CCAA Inc. are administration, education, and vocational placement. Each division is explained as to present and future functions. (IS)

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CENTRAL CALIFORNIA ACTION ASSOCIATES INC.

RC004865

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SEMI-ANNUAL REPORT • AUGUST 1, 1968 JANUARY 1, 1969

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CENTRAL CALIFORNIA ACTION ASSOCIATES INC.

A PROGRAM FOR FARM WORKERS
FUNDED BY
THE OFFICE OF SPECIAL FIELD PROBLEMS
MIGRANT DIVISION
OFFICE OF ECONOMIC OPPORTUNITY

"BETTERMENT OF FARM WORKER THROUGH EDUCATION"

1044 FULTON MALL FRESNO, CALIFORNIA 93721 PHONE (209) 485-6770

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AREA OFFICES

#1 West Fresno/Kings - 926 E. Bremer, Fresno, California

Area Coordinator	Ruben Reyes
Master Teacher	Sally Trujillo
Vocational Pl. Ofc.	Roy Ramos
Migrant Comm. Assist.	Eusebio Gonzales
Migrant Comm. Assist.	Robert Gaytan
Clerk Typists	Rita Mendoza
	Susan Medina

#2 E. Fresno - 4611 South Clovis Avenue, Fresno, California

Area Coordinator	Janet Chatman
Master Teacher	Larry Hernandez
Vocational Pl. Ofc.	Fidencio Pacillas
Migrant Comm. Assist.	Carlota Herrera
Clerk Typists	Maria Alejandro
	Vi Douglas

#3 Kern - 1122 Truxtun Avenue, Bakersfield, California

Area Coordinator	Jess Boyar
Master Teacher	Gene Haviland
Vocational Pl. Ofc.	Homer Stone
Migrant Comm. Assist.	Carlos Banales
Migrant Comm. Assist.	Vicente De Luna
Clerk Typists	Dolores Montez
	Ernestine Romero

#4 Merced/Madera - 660 West 17th Street, Merced, California

Area Coordinator	Leo Hernandez
Master Teacher	Ann Stamm
Vocational Pl. Ofc.	John Contreras
Migrant Comm. Assist.	Hector Cienfuegos
Clerk Typists	Dora Ruiz
	Glena Gilbert

#5 San Joaquin/ Stanislaus - 2224 Waterloo Road, Stockton, California

Area Corrdinator	Charles Solis
Master Teacher	Carolyn Howells
Vocational Pl. Ofc.	Larry Silva
Migrant Comm. Assist.	Genevieve Patron
Migrant Comm. Assist.	Richard Tellez**
Clerk Typists	Hilda Fernandez
	Irma Flores

#6 Ventura - P.O. Box 775, Santa Paula, California

Area Coordinator	
Migrant Comm. Assist.	Pedro Soltero
Clerk Typist	Catalina Frazier

* Director of Education from 10/2/67 to 9/24/68 - Ronald Schmidt
** Migrant Community Assistant from 8/68 to 12/68 - Tino Robles
*** Present Assistant Controller - Joe Rodriguez

INTRODUCTION

CCAA was first funded under the Migrant Division of the Office of Economic Opportunity to fill a void percieved by those people already actively involved in helping farm workers solve their problems. The seven county area encompassed by CCAA's first grant was geographically logical considering the fact that Fresno County has been referred to as the wealthiest agricultural area in the world. By contrast, wages in the valley are low compared to more cosmopolitan areas, and the farmworker is found at the bottom of the economic scale. The seasonal work perpetuates a cycle of minimal education and consequent exclusion from better jobs, decreasing the ability to function in an increasingly more sophisticated environment.

The farm workers are aware of their problems but need exposure to the means available for solutions. Beyond bilingual adult basic education and vocational placement, CCAA has provided a vehicle for the expression of needs. The participants are learning to make themselves heard and are experiencing success within the program.

The overall goal of the Central California Action Associates, Inc. program is to provide the means through basic education and pre-vocational training whereby migrant and seasonal adult farm workers in the eight participating counties will be able to up-grade their economic and social lives. CCAA will continue to pursue this goal with the following specific objectives in mind for Migrant and Seasonal farm workers:

1. To provide the means whereby they may learn to speak, read, and write English.
2. To provide the means whereby they may acquire a basic education and skills in subject which will contribute to their social and economic betterment and well-being.
3. to provide the means whereby they may better understand their rights and responsibilities as members of a democratic society, thereby providing them with the opportunity to participate fully in the decision making process of that society.
4. To accomplish their specific pre-vocational training and job interest goals.
5. To provide vocational training with guarantied employment and counseling services to insure good employer-employee relations.
6. To increase the self-confidence and raise the self-concept of migrant and seasonal farm workers, so as to encourage them to use their knowledge and skills by full participation in the American social and economic system.

ADMINISTRATIVE COMPONENT

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The Board of Directors is composed of 24 members, one-third of whom are farm workers representing program participants. One-third of the members are representatives of the Community Action Agency in the Valley, and the final third represents various segments of the community, including the Mexican-American Political Association (MAPA), Community Service Organization (CSO), National Association for the Advancement of Colored People (NAACP), educators, growers, and labor unions.

One third of the members of CCAA's Board of Directors are representatives of the farm workers in their respective counties. They were elected by the project participants in each individual county. Much interest and enthusiasm was shown by the participants, staff, and community in the farm worker elections. The elections were chosen were well-attended, highly enthusiastic events. For example, in Fresno County over 500 farm workers turned out to vote in the election. Placards were prepared and carried, signs were painted and posted and speeches were made before the program participants cast their ballots at the polls. Significantly, the farm workers elected to the Board of Directors have all taken their responsibility of voicing the concerns of their constituents quite seriously, and are perhaps the most vocal segment of the Board. The Constituents of the farm worker representatives are very demanding and expect their representatives to visit and report to them regularly.

Another important aspect of farm worker participation in decision making has been in the selection of stipend students. In accordance with the 1968-69 Conditions of Grant to CCAA, committees composed of farm workers and representatives of the community were set up by CCAA. The selection committees were informed as to the qualifications necessary for entrance into the stipended program, as well as the list of priorities to be given consideration. The committees then reviewed the applications, interviewed candidates, and democratically chose the participants.

In response to the lack of involvement of the farm worker in the decision making processes of American society, CCAA has made a concerted effort to involve participants in the making of meaningful and significant decisions. CCAA students have a large say in the development of the curriculum of their classes. The content of CCAA classes is based upon the expressed educational needs and desires of participants.

STUDENTS ATTEND BOARD MEETING

The Board of Directors meets monthly to review, recommend, and establish policies concerning the program's development. It should be noted that the members of the Board of Directors receive no pay but volunteer their time and energy.

All CCAA classes have elected officers and make significant decisions concerning their learning environment. Understandably, most CCAA participants have shown an increased awareness of and interest in the decision- making processes of the larger society.

Administrative Staff

Under the CCAA organizational structure, the Executive Director gives direction in the preparation, maintenance and modification, or necessary, and the implementation of the general plan. The structure is divided into three departments under the Executive Director.

Administration

- Personnel Management
- Fiscal Management
- Clerical Management
- Iventory
- Purchasing

Education

- Testing Instruction
- Curriculum Development
- Training - Pre-service and In-service

Vocational Placement

- Vocational Training
- Job Development

EDUCATIONAL COMPONENT

SEMI-ANNUAL REPORT

This nation has consistently stressed education to be one of the fundlemental pillars of our democracy. Equality of opportunity has been one of our most noble goals, and yet evidence indicates the foundation for such a goal, equality of education, is abashedly hollow. CCAA is not pretentious of its ability to reconcile such disparity, but it does endeavor to provide the migrant and seasonal farmworker in the San Joaquin Valley with the basic tool for such a challenge.

CRITERIA AND SELECTION PROCEDURES OF STIPEND STUDENTS.

Regretably, monies for this task have not been proportionate to the need. As a result CCAA often has found itself in the ungainly position of selecting those who are to receive the stipend. Criteria for selection of stipend students has been a displeasing necessity. The following criteria has been developed on the basis of O.E.O. requirements, conditions of grant, and preferences which have formulated by CCAA.

CRITERIA FOR STIPEND STUDENTS SELECTION FOR 1969

OEO
1. Seasonally employed
2. 50% or more of income from agriculture
3. Under provety level

CONDITION OR GRANT
4. Heads of household
5. Must be unemployed at time of selection

PREFERENCE
6. To last years' students
7. To need - number in family etc.
8. Job placement potential
9. Learning capabilities
10. Interest and desire (attendance last year, or at night class)
11. To those not receiving other monies. Such as welfare, Social Security, etc.

Although guidelines were established, difficulties have arisen, mistakes have probably been made, and certainly some people have been disappointed. It should also be noted for future programs that the criteria for selection should be widely distributed before, during and after the selection at all levels of the community.

The selection procedure is as follows:

1. Applications are received and turned in to the area office. The Area Offices then receive the applications in order to insure that O.E.O. criteria is met.

2. A stipend selection committee interviews all potential students who meet the criteria. On the basis of meeting the criteria, and the interview, the committee selects 15 students for each class.

The selection committee is to consist of two CCAA staff members, and Three farmworkers who have no interest in the classes. One of the farmworkers is to be a member of the Board of Directors.

STAFF AND TRAINING

In the belief that farm workers will respond to and learn best from teachers, and teacher aides who speak their language as well as understand their situation and culture, CCAA has made a concerted effort to recruit qualified persons for these positions who were members of the recipient population or who come from farm worker families. Field staff members are recruited and selected on the basis of their knowledge of the subject matter to be taught, their knowledge of the farm worker community, and their attitudes of warmth, empathy and vitality, rather than formal educational attainment and certification.

The process for employing the teachers and teacher assistants is as follows:

1. Applications were submitted to the area offices.

2. Applications were screened by the Master Teacher and Area Coordinator.

3. Interviews were held by the Master Teacher and/or the Area Coordinator

4. Recommendations submitted to the Executive Director.

5. Employment authorized by the Executive Director.

Evidence to date has shown that recruitment of staff by this criteria and process is highly successful when coupled with adequate pre and in-service training.

TRAINING

Pre-service Training. All pre-service training for the first quarter has been completed. The Master Teachers, teachers and teachers assistants

were given 50 hours of intensive training. The trainers were drawn from Educational Systems Corporations Pool of Nationally recognized authorities as well as our own staff expertise.

The Master Teachers began with an introduction to the "grassroots" problems of farm workers and statistics on farm workers in the San Joaquin Valley. Once the size and depth of the problem had been discussed, suggestions were made on how the classroom could be used in promoting community development. The master teachers role in the classroom was then more specifically defined by the relationship of the class situation to the life needs of the farm worker community. After covering duties of the master teachers, suggestions were given as to how the teaching staff could best be motivated to become involved in the community improvement and education.

English as a second language was presented by beginning with a brief history of the development of ESL and proceeding on to the specifics of techniques, and ending with suggestions for the teachers in-service training.

Theoretical information was approached in terms of practical experience in teacher training, teaching techniques, testing and evaluation.

The M.T.'s felt that they had gained a knowledge of their roles, how to perform them in relation to the specific needs of the target population.

TEACHERS AND TEACHER ASSISTANT TRAINING

The first day of training was devoted to introducing the trainees to the goals and objectives of the program in relation to the role of the teaching staff. Organizational structure and administrative procedure were covered in detail. The remaining days were devoted primarily to teaching techniques in the areas of English as a Second Language, Consumer Math (Programmed Material), teaching reading through ESL, and cross-culturalization. Each presentation period was followed by discussion group workshops in order to develop lesson plans with the assistance of a Master Teacher.

During group sessions, the consultant moved from group to group submitting constructive comments on some of the activities. When the trainees reconviened reporting secretaries from each group gave a summary of activities and lesson plans. The sessions concluded with the problems and proceedures of testing and evaluation.

It may be necessary to conduct two more training sessions for teachers and teacher assistants. One session of two-days duration is contemplated for the teachers whom we have through our contracts with the public schools. It will also be necessary to conduct another pre-service training session for those teachers, and teachers assistants who were not employed when we did our initial training.

Foreseeing such need the entire training session was recorded on video tape for purposes of permitting the administrative staff to evaluate the consultants at a later date and for use in later CCAA pre-service and in-service training. The asset of video tapes lies in the fact that the instant playback permits subjects to see themselves objectively immediately after taping and the tapes can be reused. The edited tapes from the training sessions were the first additions to a library which will lend tapes to interested groups. The ESL sessions for teachers have already been borrowed by another III b program

Master Teachers have experimented with using tapes for training sessions and have provided information that has helped give direction to the plans for developing taped training presentations. Results seem to indicate that the tapes should be used to insure a standardized presentation to be used by Master Teachers in conjuction with their own live presentation. Training tapes will be developed to permit the Master Teachers to have a question and answer period at short intervals, and examples of a variety of the most successful teaching techniques of being used in the program will provide teachers with more models to draw from.

Last year CCAA was given a time segment on T.V. station KXEX to inform the public on the CCAA. There were presentations covering the program curriculum as well as statements defining the problem of farm workers, and CCAA's role in its solution. Due to the response from the community Sammy Herrera of KXEX has discussed the possibility of another program this year. The VTR equipment will permit us to develop video tapes of program activity that will make more interesting and informative T.V. viewing.

In-service Training On November 11 - 12 - 13, 1968 the Master Teachers attended a special three-day training session conducted by the Educational Systems Corporation, in conjuction with the Migrant Division of OEO. The session was held in Visalia, California at the PROTEUS Project.

Each area office has developed an in-service Training Plan for the next quarter (November, December, and January) and have submitted their plan to the Executive Director. The In-Service Training for the teachers will be conducted by the Master Teacher. The Master Teachers plan on utilizing special Consultant, as well as video tapes to conduct their In-service Training. A typical In-service Training outline is as follows:

1. Developing lesson plans
2. Evaluation and evaluative instruments.
3. Materials and equipment to implement the CCAA curriculum
4. ESL techniques
5. Cultural study
6. Community involvement

In an attempt to evaluate the pre-service training program for teachers and assistants, the question was raised as to the number of participants in the pre-service training session who are currently employed by CCAA. Of the 123 teachers and teacher assistants trained, 87 are presently on the payroll. Although approximately one-third of the remainder are in the process of being placed, there still is a trunover of roughly 18%. Resignations have accounted for 16 leaving, 3 people have been dismissed, and other dropped out before classes ever began. An evaluation of such statistics indicates the need for additional training sessions. These statistics would also point out that it is incumbent of CCAA to screen even more closely when hiring teachers and assistants to reduce this attrition rate.

CURRENT STATISTICAL INFORMATION

CCAA is currently conducting 27 stipend and 43 non-stipend classes. Of the 27 stipend classes, 22 are being supported solely by CCAA, although there are students who are attending on a voluntary basis. In those 22 classes, we have 309 stipend students.

There are five classes in which CCAA is cooperating with other agencies in conducting the classes. In all five cases, CCAA is responsible for the operation of the classes, but other agencies are paying the stipends to the students. In these five classes there are 127 students. There is a total of 436 stipended students in the 27 classes with an average of 16.1 students per class.

In the non-stipend category, CCAA has a total of 43 classes in operation. Thirty-eight are being conducted soley by CCAA, and five are being conducted in conjuntion with public schools. Total enrolled in the non-stipend program is 803 at the present.

The average Daily Attendance is as follows:

COUNTY	STIPEND	NON-STIPEND
KERN	15	16
KINGS	12	14
WEST FRESNO	13	14
EAST FRESNO	18	17
MERCED	15	18
MADERA	23	14
SAN JOAQUIN	11	13
STANISLAUS	14	18

It should be noted that additional non-stipend classes are also being developed. Current CCAA projections call for the development of classes in the state operated migrant camps during the summer. CCAA is presently in the process of negotiating approximately six additional stipend class in which the stipend will be paid by the Work Incentive Program (WIN).

After several months of meetings, CCAA is beginning to move on a series of promising agreements between Modesto Jurior College and CCAA, the Stanislaus County WIN program and CCAA, and some joint agrements with all three insitutions involved. Responsibility will be shared as follows:

CCAA

1. Will provide training for the teacher and teacher aide.
2. Will provide a Master Teacher to supervise the class
3. Develop curriculum in conjuntion with the Modesto Junior College Staff.
4. Will select the teacher THE SELECTION COMMITTEE IS MADE UP OF THE CCAA MASTER TEACHER, THE DIRECTOR OF ADULT EDUCATION FOR MODESTO JUNIOR COLLEGE, AND THREE FARM WORKERS.

MODESTO JUNIOR COLLEGE

1. Will remunerate the teacher.
2. Furnish adequate classroom facilities and equipment.
3. Provide consumable supplies.
4. Furnish liability insurance in conjuntion with CCAA

WORK INCENTIVE PROGRAM (WIN)

1. Will provide stipends for 60 to 70 daytime students with potential of 90.

   The students would receive:

   A. Regular welfare garnt from the Department of Public Assistance.
   B. Twenty-five dollars per month for incidental expenses.
   C. Up to $50 per month mileage to and from class.
   D. Child care over and above incidental expenses.
   E. Books and supplies
   F. Will exempt students from work status.

CCAA has also established working relationships with the Kings Canyon Unified School District and the Kingsburg Joint Union School District. The school Districts employ the teacher, provide the facility, consumable supplies and utilities.

CCAA conducts the training and supervision, provides the teachers assistants, and provides the materials for adult basic education.

The aforementioned projects show that CCAA is cooperating with local educational institutions in order to accomplish several objectives:

1. That the existing institutions adopt some of the methods, techniques, and staffing patterns which have made CCAA successful.

2. To provide a vehicle through which the farm worker community can re-establish faith in the esisting institutions.

3. To provide a method through which educational institutions can utimately assume the role of a program such as CCAA.

There is no doubt that other agencies are already participating financially. A rough estimate, in dollars and cents, shows that a sizeable contribution is being made toward the education of the 127 stipend students who are not being reimbursed by CCAA. Calculations indicate that these farm workers are receiving $237,236. In the non-stipend category, CCAA is receiving financial assistance from other agencies amounting to nearly $8,000. Added together CCAA is receiving approximately $245,236 from the community for the adult education phases of the program.

	CLASSES				STUDENTS			
AREA	CCAA STIPEND	OTHER STIPEND	NON STIPEND	OTHER NON STIPEND	CCAA STIPEND	OTHER STIPEND	NON STIPEND	OTHER NON STIPEND
KERN	5	-	12	-	75	12	150	30
KINGS	1	-	2	-	13		26	
W. FRESNO	4	-	8	-	56		119	
E. FRESNO	5	1 Parlier Camp	10	5 public school	54	36 Parlier camp	367	
MERCED	1	2 WIN	4	-	27	36 WIN	71	
MADERA	1	-	2	-	23		24	
SAN JOAQUIN	3	1 WIN	-	-	33	8 WIN	14	
STANISLAUS	2	1 WIN	-	-	28	35 WIN	2	
TOTAL	22	5	38	5	309		773	

ADULT BASIC EDUCATION: CURRICULUM OUTLINE, 1968-69

Student Levels

While students of all levels will cover the same general subject matters, the educational level of the students will determine the actual instruction and objectives. Students will fall into four generally distinct levels:

Level I - Student is non-English Speaking
Level II - Student speaks English, But is illiterate
Level III - Student is literate in English, but not functionally
Level IV - Student is functionally literate, but has not acquired high school equivalency.

Ther course program for students will vary according to the levels of the students, but will be within the general curriculum outlined below:

GENERAL BASIC EDUCATION (50%)

Objective: That the student acquires the communicative skills and general knowledge required for permanent and meaningful employment (economic) and for leading eventually to high school equivalency (academic)

Specific Goals:

1. The student should be able to communicate effectively in English. (English as a Second Language).

2. The student display the ability in reading and writing English necessary for steady employment in the economy.

3. The student should display the knowledge in general mathematics necessary for steady employment and effective maintenance of personal finances.

4. The student should display an awareness of basic scientific principles and theories.

CROSS-CULTURAL EDUCATION AND ETHNIC HISTORY (15%)

Objective: That the student has knowledge of and is able to conceptualize his own ethnic background and cultrual value system, as well as that of the dominant middle-class Anglo culture. That the student is able to compare the two cultures. That the student is able to function within the Anglo culture without losing his own cultural identity.

CROSS-CULTURAL EDUCATION AND ETHNIC HISTORY cont.

Specific Goals:

1. The student should have awareness and knowledge of the history and social development of his own cultural-ethinic backgroumd as well as that of American Society as a whole.

   The student should be able to formalize and conceptualize his own cultural values in a systematic manner.

   The student should be able to understand the cultural value system of the dominant, middle-class Anglo culture.

   The student should be able to compare, in his own mind, his cultural values and those of the dominant culture, linking conflicts and similarities.

5. The students should be able to utilize these cultural concepts in a manner which will enable him to function effectively in the dominant society, while maintaining his own cultural identity.

CIVIC EDUCATION (15%)

Objective: That the student gains an understanding of the principles and tenets of American democracy. That the student gains an understanding of the structure and functions of local, state and national governments. That the student is able to participate meaningfully in the decision-making processes of the society. That the student-if he so desires - is able to obtain U.S. Citizenship.

Specific Goals:

1. The student should display an awareness and understanding of the principles and tenets of American democracy; such as:

   a. the dignity and worth of human beings
   b. equality
   c. freedom
   d. one man - one vote

2. The student whould display an awareness of the structure and functions of local, state and national governments.

   a. local govt. - policy-making bodies, bureaucracy,etc.
   b. state govt. - Governor & bureaucracy, legislature, courts
   c. National govt. - President, bureaucracy, congress, courts

3. The student should display an ability - if he so desires - to participate meaningfully in the decision-making processes of the society, by

   a. knowing how to register to vote.
   b. being aware of the methods of public meetings
   c. being aware of the pruposes and locations of the meetings of policy-making bodies within his community.

4. The student should have the knowledge to pass the examination preparatory to obatining U.S. citizenship, should be desire to obtain it.

CONSUMER EDUCATION (10%)

Objective: To enable the student to derive the maximum possible personal benefit from his income, through selective buying and utilization of consumer institutions.

Specific Goals:

1. The student should be able to purchase mass produced consumer goods (food, clothing, etc), knowledgeably and selectively,

2. The student should demonstrate knowledge of the various types as well as costs of installment buying. (in relation to automobiles, homes, major appliances and department stores and finance and loan companies).

3. The student should demonstrate knowledge of various forms of consumer-protection institutions, as well as their mechanics.

   Examples:

   a. Buying clubs
   b. Credit Unions
   c. Better business bureau

PRE-VOATIONAL ORIENTATION (10%)

Objectives: That the student who desires steady, permanent employment is aware of the requirement - in terms of skills, education and personal attributes - for a number of jobs in the economy.

Specific Goals:

1. The student should be aware of the educational and skills requirements for a number of jobs in the economy, so that he can realistically plan for upgrading his economic future.

2. The student should have the self-confidence necessary to approach employers for jobs.

3. The student should be able to take pre-employment mental and manipulative tests with familiarity and a minimum of nervousness.

4. The student should be aware that employer will demand personal attitudes and attributes that may be undesirable to him (e.g., Anglo, middle-class grooming and dress: little or no absenteeism; punctuality; deference to authority; willingness to sacrifice home-life and recreation to job, etc.)

Within this outline, a degree of flexibility is permitted in order to enhance the originality teachers require for meeting students needs.

The Master Teachers and the Director of Education met on January 8, 1969 to consider the development of a learning package that might better fulfill student needs regarding relevancy of subject matter and individual differences. From such discussion, and other development, it would seem an assistant to the Director of Education is in order. CCAA has found itself approached by various agencies for assistance in the development of curriculum. Cooperation with other programs is held desirable, but priorities must be given to CCAA and yet within CCAA new demands are being made. Due to recent and pending contracts by the Vocational Placement Component, an intense working relationship between it and the Educational Component must be enhanced. Master Teachers have accepted the responsibility of developing such varied curriculum, as are welding and tomato harvester operation, while remaining primarily responsible to the area of their immediate attention.

TESTING

However noteworthy an educational program may appear on paper, the question remains -- are the students learning? A sample pre-testing of students currently enrolled indicates entrance level to be somewhat higher than those enrolled during the last program year. Last year 54% of the students functioned on entry below the second grade level, 100% below the fourth grade level. From one area selected this year, students were functioning above the second grade level in reading and spelling, below the second grade level in vocabulary, and at the fifth grade level in arithmetic. A low vocabulary level result is quite normal for ESL students and must be interpreted in conjunction with the reading score. Since patterns of arithmetic skills for ABE students are more individualistic than are their achievements in other subject - matter areas, because students have been using such skills to a greater degree, a higher score should not necessarily be interpreted as an indication of greater learning success.

In all testing it is imperative that the student's sense of worth and dignity not be impaired by comparison with second or fifth graders, and for this reason results must be used with great discretion and professional understanding. It should also be emphasized that mentioned results are samples and can only be evaluated when classes are finished and posted-testing achieved.

STIPEND STUDENT CHARACTERISTICS

The ethnic breakdown of CCAA student is as follows:

Mexican-American	92.2%
Puerto-Rican	1%
Other Caucasian	2.2%
Negro	2.3%
Oriental	1.1%

Males total 263 while there are only 46 females in stipend classes. The average age of all stipend students is 37. The following is a breakdown of numbers, on a county basis, giving statistics on income, residence, and language facility in English.

	INCOME DISTRIBUTION		RESIDENCE		LANGUAGE FACILITY			
					SPEAK ENGLISH		LITERATE IN ENGLISH	
COUNTY	BELOW $1,500	ABOVE $1,500	SEASONAL	MIGRANT	YES	NO	YES	NO
FRESNO	26	104	113	17	69	61	38	89
KERN	15	57	59	13	16	59	13	44
SAN JOAQUIN	9	27	24	12	6	30	0	36
STANISLAUS	3	21	21	3	8	13	1	22
MERCED	2	12	14	0	9	6	2	11
MADERA	10	11	21	0	1	19	20	0
KINGS	12	2	5	9	12	2	12	2
TOTAL	77	234	257	54	120	189	86	204

VOCATIONAL COMPONENT

SEMI-ANNUAL REPORT

WHY VOCATIONAL PLACEMENT IN CCAA:

In July of 1967, CCAA began its operation in 7 counties of the San Joaquin Valley which is the richest agricultural area in the United States. The Initial objective of this program was to provide migrant and seasonal farm workers with an opportunity to participate in basic education, citizenship training and consumer eudcation classes.

Through coordinated efforts with community organizations and agencies and the devoted efforts of its staff, CCAA was able to achieve tremendous involvement of the farmworker by its extensive outreach throughout the San Joaquin Valley. Previous reports have documented the success achieved by CCAA in having taken adult basic education directly to the farm worker wherever he lives. The compassionate and unique system of having bi-lingual teachers, teacher aides and counselors to serve this most ignored segment of our country's poor, has certainly proved successful and necessary to the education of the Mexican-American farmworker in particular.

The first year of CCAA activities in the San Joaquin Valley brought heartening results through the enthusiasm shown by program participants, their relatives and fellow workers in all communities. There is no denying that CCAA by its outreach and constant interest and service has created an awareness and awakening of the farm worker to needs that are essential to his full participation in American Society.

Through the educational methods used and experience gained, CCAA has been able to obtain not only keen involvement on the part of the farmworkers, but a true insight of his educational and social needs, hopes and aspirations. It was found that farm workers are fully cognizant that their limited education is a handicap and they have great desire to learn. However, as a result of the pressures of large families, limited earnings, and constant economic uncertainty a farmworker's primary dream or objective is usually a good job, to provide him steady income and a normal family life. This has been verified by the great number of farmworker participants attending CCAA educational classes who constantly inquire as to the possibility of obtaining a better job or participation in any kind of job training in the future.

These numerous inquiries on the part of the farmworker, substantiate the statement that a permanent job is the unfullfilled dream of thousands of farm workers throughout the land. Through steady employment a man and his family acquire pride in the fact that the head of household is now a contributing member of society. He is no longer subject to the humiliating aspect of a kept citizen under welfare. Steady income provides a fuller participation in society and the ability to obtain the good

things available to him in the American way of life. His children will no longer be subjected to a fragmented education. He is now able to participate in social activities which are essential to establish deep rooted fellings for his community and country.

JOB DEVELOPMENT AND JOB PLACEMENT IN CCAA:

In the process of implementing or negotiating the proceeding projects and proposals, CCAA has constantly keep in mind the following factors essential to realistic placement of farmworkers to upgraded jobs. In order that this training be meaningful, it must upgrade a man economically on a favorable basis compared to his previous job. Therefore, CCAA's position has been that any training project or proposal to be considered, must have actual upgraded job commitments and the OJT slots must lead to full time permanent employment. To do otherwise, would be to fall in line with the stereotyped training programs that in many cases fail to provide jobs for the participants causing disappointment, frustration and even bitterness.

Opening up job opportunities for the farm worker has revealed that employers are willing by persuasion, to lower their entry level requirements for the farmworker in order that a man not be judged solely on the basis of a high school education. Some employers still hold steadfast to this tradition, but some are beginning to change their attitude. This attitudinal change on the part of the employer is of great significance and CCAA has dedicated itself to work constantly toward this goal.

Upgrading of the farmworker to gainful and renumerative employment carries many advantages to him, his family anc community. An upgraded job brings the pride of being a self-sustaining, taxpaying citizen. Steady income as the result of an upgraded job, provides not only financial stability, but the beginning of normal community and family life. The benefits of the above factors contribute to and allow the farmworker to establish roots in the community he lives in. Community pride and involvement will then be his next step on the road to total participation as a citizen.

In view of the foregoing statements, it is clear then that while education is of great importance, an upgraded job for the farmworker is of foremost nees and priority. A steady job endows the farmworker with the pride and independence that will make him a better citizen tomorrow.

PROBLEMS AND NEEDS OF VOCATIONAL PLACEMENT DEPARTMENT:

It is obvious from the information submitted in this report, that CCAA proposes to better the farmworker's plight by dual efforts in the fields of education and vocational placement. Despite correlation between the two mentioned components, there are still some problems to be resolved in the area of adequate and sufficient coumseling of the farm worker prior to and during job training. Our experience has revealed that we were

understaffed in this vital aspect of follow-up, screening and preparation of the farmworker for the environmental, psychological and mental changes required in the transition from part-time field worker to steady employment.

In most instances where constant post OJT or job placement counseling has been given to participants, retention of the workers on the job was highest. Wherever counseling was weak, problems and dropouts were more prevalent. It is therefore, imperative that this counseling service to the farmworker be intensified and provisions be made for additional staff to do so. For the balance of this program year, the Vocational Placement Division will do all within its power to provide constant pre and post-job counseling to all CCAA participants to any of its vocational projects. This service is imperative and reduces the probability of failure among enrolled trainees. It is hoped that in the proposal to be submitted for the next fiscal year, CCAA will make the request for additional funds to cover the cost of a Counselor Staff, to supplement the Vocational Placement Division in its field operation.

In summary, it is well to note that the counseling problem discussed is only one of the many problems encountered. One must not forget that the San Joaquin Valley during the winter months can equal the highest unemployment figures of any area in the United States. In circumstances such as this, employers have the high hand and can be as selective as they wish. This of course, compounds the difficulty of the Vocational Placement Officer in his efforts to obtain placements throughout the valley. Another factor that one cannot dismiss is the numerous other programs operating in most 7 county areas. These are doing similar work to our in many instances and sometimes tend to cause embarrasing situations because of the duplicity of operations.

Despite the problems mentioned in this report, CCAA has been able to do quite well not only in the area of education, but also in its Vocational Component. We have set a goal of 500 placements by July 31, 1969. If CCAA staff performs with the same devotionand diligence shown in the past, there is no reason why this goal cannot be reached.

As previously mentioned, CCAA outreach in the valley created involvement of the farmworker to the point where his needs can no longer be belittled or ignored. As the result of participation in CCAA's initial educational program, the farmworker has now begun to realize the value of education. The evolution of this educational program has created awareness in the farmworker of the possibilities that lie ahead through education. He has been motivated to the point that he no longer feels that an upgraded job is beyond his reach. CCAA has thus begun to open the door to success and a better future for the farmworker. It would be disasterous if our efforts were to be discontinued, for it would doom the farmworker to the never-ending and dulling list of welfare recipients.

Having the above aspirations of the farmworker in mind, CCAA's administration included a Vocational Placement component in its second year operation proposal to OEO in Washington, D.C.

It is evident that CCAA's plea on behalf of job opportunities for the farmworker was justified and subsequently heeded by OEO. Although our Education Component was cut back somewhat, a versatile fund component was granted in order that we begin efforts in job placement of farmworkers.

It should be noted at this point, that CCAA's ability to implement its Versatile Funds Component resources has been enhanced by linkages created with employers and several other government agencies. This linkage has proved that CCAA projections in the San Joaquin Valley are the result of hard work and honest approaches which in turn have reaped credibility and confidence in it work.

Shortly after having been refunded in August, 1968, the Vocational Placement Department of CCAA began its operations by holding a week's pre-service training of the 5 Vocational Placement Officers who were to be assigned to the CCAA area offices in the valley.

The following narrative report will show what the CCAA Vocational Placement Department has accomplished up to the current report date. It will also include information regarding current program negotiations and future projections related to vocational training and job placements in the San Joaquin Valley.

SAN JOAQUIN COUNTY SPECIAL IMPACT PROJECT

Project: Agricultural Machinery Operators

Place: Stockton, California

Agencies and Organizations Participating:

Central California Action Associates, Inc.
San Joaquin County Housing Authority
San Jose Farm Production Growers Association
Stockton Growers Service Association
California Department of Employment
Tri-County Regional Demonstration Project
California Tomato Growers Association, Inc.
San Joaquin Farm Bureau
Tomato Grower - Everett Souza, Jr.

The above pilot project was developed in order to experiment in the possible training of farmworkers to operate miscellaneous farm machinery. Training periods ran from July 24 through the end of August, 1968. Applicant screening, counseling, placing and follow-up was done jointly by CCAA and Stockton CSES.

25 Hours of Class Instruction:

1. First class from July 24 to July 31.....22 Students

2. Second class from August 22 to August 29.....22 Students

3. Total Placement of Farmworkers to Upgraded Jobs.....44 Students

Records indicate that all trainees were placed or obtained upgraded jobs paying from $1.75 to $2.50 per hour.

A significant aspect of the above program, is the linkage and cooperation obtained from other organizations and agencies.

PARLIER ON-THE-JOB TRAINING PROJECT

Project: Production Training Corporation

Applicant Agency: State Office of Economic Opportunity

Period of Grant: First 26 weeks training cycle - November, 1968 to March 31, 1969

At the request of Mr. Ralph Gunderson, California Chief of Migrant Programs, CCAA undertook recruitment of 40 farmworker families to participate in the above project. Recruitment by CCAA was begun on October 10, 1968 and participants were selected from its 7 county area of operation.

Production Training Corporation is now in the process of installing equipment and machinery, production is expected to begin in the plant within the next month. At the end of training cycle, participants are to be employed in plant or placed in jobs in the private sector.

The following is a report of the results obtained through linkage between Production Training Corporation and CCAA up to January 9, 1969. Students have attended pre-OJT CCAA educational classes for a two month period.

CCAA Activities:

	OJT Plant Students	Plant Employees	Total
1. CCAA placements to 1-9-69	49	4	53

MERCED ON-THE-JOB TRAINING PROJECT

Project: Kirby Manufacturing Company

Place: Merced, California

Agencies or Organization Linkage: Merced WIN Program

The above project began with a non-stipend pre-OJT educational class of 21 students on September 25, 1968. This class terminated on November 2, 1968. On November 4, 1968, a full stipend class of 22 workers began their on-the-job training at the Kirby Plant in Merced. Of the 22 students, only 15 were paid the usual stipend by CCAA. Six others are under the responsibility of the Merced WIN Program. Students will attend OJT for a period of 20 weeks.

Employer Involvement:

Firm has provided educational and training sites for both pre-job and OJT classes.

Employer has purchased new equipment in order to facilitate enrollee's training. Over all, firm has spent in excess of $4,000.00 up to date. Employer has been enthusiastic about this project and states that 6 of the outstanding trainees will be channeled to steady jobs in the next four to six weeks. These trainees will terminate training 6 to 7 weeks before the original ending date. Upon termination of 20 week training period or sooner if possible, employer will hire trainees to steady jobs within the plant.

Farm Equipment Operator Upgrading Project - Modesto Jr. College and California State Department of Employment and Farm Labor

On October 31, 1968, CCAA was asked to participate in the recruitment of 20 seasonal and migrant farmworkers to the above program from Stanislaus County areas. Trainees are now attending classes, teaching operation and maintenance of various types of farm equipment. Enrollees will be placed in various county jobs expected to pay upgraded wages of $1.75 to $2.00 per hour after training is completed. Subject program was authorized by MDTA based on job surveys conducted in the area by SES.

By November 15, 1968 CCAA placed a total of 8 farmworkers to this MDTA project which will train them for 21 weeks. Training period will end approximately April 11, 1969 at which time trainees are expected to be employed in Stanislaus County areas.

The placement of the above mentioned workers to upgraded opportunities was done at no expense to CCAA.

Project: Manuel's Body Works Training Program - Bakersfield, California

Participants: CCAA - Manuel Oroz - Bakersfield WIN Program - SES

The above 6 month training program was begun on February 3, 1969. CCAA and WIN jointly screened and interviewed participants.

Program will train 10 farmworker participants in Electrical Training, complete body works, auto painting, complete auto welding and repair and painting of home appliances. Manuel's Body works will hire 5 or more of trainees at the end of the 6 month training period. SES has agreed to place remainder of trainees to steady jobs with Kern County auto body shops. Trainees will earn in excess of $2.00 per hour.

WIN Program has assumed the responsibility of subsistence allotments and tools to participants. CCAA has assumed cost of certain consumable materials and instructors salary. Employer will make in kind contribution such as class facilities, some materials and equipment.

JOB AND OJT PROJECTS UNDER NEGOTIATION

		Slots
1.	West Coast Machinery	50
2.	AHWAHNEE	50
3.	Modesto CAP	42
4.	Spreckles Sugar Corporation	45
5.	Rod-Mar Hospitals	10
6.	Foster Poultry Farms	40
	Total.....	237

Listed below are farmworker training proposals which are presently under negotiation:

1. Modesto County CAP
   City of Turlock
   City of Riverbank
   Gallo Wine Co.
   Total OJT slots proposed..... 42

2. AWAHNEE, Fresno " 50

3. West Coast Machinery, Inc., Stockton " 50

4. Spreckels Sugar Corp.
   Mendota (Fresno Co.)
   Manteca (San Joaquin Co.) " 45

5. Rod-Mar Hospitals, Delano " 10

6. Foster Poultry Farms
   Livingston, (Merced Co.) " 40

7. Lockheed Corporation
   Burbank, Calfiornia — Negotiations are presently underway for undetermined number of OJT and job slots.

OTHER JOB PLACEMENTS

	Jobs
1. Kern County:	
Pacific Telephone Company ($2.50 per hour)	3
Southern Pacific Foundry ($2.67 per hour)	9
Total	12
2. East Fresno:	
Wally's Standard Station ($550.00 per month)	1
Production Training Corporation ($500.00 per month)	3
Total	4
3. West Fresno and Kings Counties:	
Concentrated Employment Program (CEP) ($2.00 per hour)	2
Hanford Schools ($1.75 per hour)	1
Production Training Corporation ($500.00 per month)	1
Self-Help Enterprises ($2.25 per hour)	1
Mendota Farms ($1.75 per hour)	2
Total	7
4. Madera-Merced:	
Ponderosa Restaurant ($1.75 per hour)	1
Total	1
Grand Total	24